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Enhancing Teacher Education
Through The Use of Technology

By
Tracey Reed

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
At
Rowan University
May , 2002

Approved by

Professor

Date Approved

April 21, 2002

Abstract

Tracey Reed

Enhancing Teacher Education Through
Technology

May, 2002

Dr. Ted Johnson

Masters of Art Degree in Education

With the need for teachers in this decade well documented, state policymakers have directed much attention to programs aimed at retaining new teachers. States, school districts, and schools can ill-afford to lose good teachers at a time when pressure to improve student achievement is increasing. Some states are using induction programs to help new teachers from both traditional and alternative preparation programs, make a successful transition to the classroom and stay in the profession.

The New Teacher mentoring program at Powell School offers support and guidance to new teachers through mentoring, workshops, additional training, and on-the-job assessments. The New Teacher mentoring program has proven effective in improving teaching ability, and increasing job satisfaction among new teachers. Further, veteran teachers are reporting that they also benefited from the interaction

with other teachers. Research studies and program evaluations suggest several key elements of an effective teacher induction program. They also offer lessons and guidance for governors, legislators, and other state policymakers interested in creating or improving induction programs in their state.

Mini- Abstract

Tracey Reed

Enhancing Teacher Education Through
Technology

May, 2002

Dr. Ted Johnson

Masters of Art Degree in Education

Research increasingly confirms the importance of teacher quality for student achievement, and Governors are taking action to ensure an adequate supply of qualified teachers. As states move forward with efforts to improve student achievement, quality teaching becomes a more critical issue for state policymakers. To meet the challenge of helping all students meet higher academic standards, even the best teachers may need to update their knowledge and skills through teacher mentoring. Further, many states are experiencing serious teacher shortages, especially in urban and rural schools. Issues such as preparation, induction, professional development, and school environment impact the supply and retention of qualified teachers.

Acknowledgements

I would like to thank my husband, Frank Thompson, and my family for their comfort and support while obtaining this degree.

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Chapter 1

Introduction

Focus of the Study

Each year, high numbers of teachers leave teaching after their first, second, or third year, never to return to the classroom. Though some national estimates place that number as high as 40 percent, Camden Board of Education teachers have shown better staying power, although they, too, are challenged by the same problems that plague less successful beginning teachers. As we cannot separate content from experiences in the actual delivery of a curriculum, neither can we divorce the experiencing of content from the space within which experience occurs. New teachers consistently cite the demands of classroom management and organization, meeting the needs of diverse and at-risk students, and responding to standards-driven curricula and mandates as primary difficulties. Teacher education must find better ways to help future teachers meet these and similar challenges. This initiative enabled highly successful teachers to utilize videotaping technology to capture effective instructional strategies that were used in the classrooms. Selected teachers worked as master teacher/ consultants to assist new teachers coming in the district. These master teachers demonstrated the ability to productively organize and manage classrooms, increase student achievement, address the needs of diverse learners, and succeed with at-risk students.

Purpose of the Study

The purpose of this study enabled large groups of teacher education students to

simultaneously move from a college classroom to a particular public school classroom and at a particularly instructive time in that classroom.

Traditionally, what pre-service teacher education students saw of “best practice” was that it takes place somewhat randomly, if not by chance, during the limited hours future teachers have to observe; takes place in classrooms where the quality of teaching varies; takes place one teacher at a time; takes place without contextual understanding or analysis. Future teachers’ opportunities to observe highly effective teaching takes place randomly because typically classroom teachers do not have the time to prepare demonstration lessons or to “stage” scenarios in which they can naturally apply a particular approach. The points of application of best practice cannot always be predicted or staged. So students in practicum settings typically “observe” a great deal of teaching, at best hoping to comprehend on their own what, for them, would be teachable moments in their development. They do so in a variety of classroom settings. This study resulted in a report presented to the administration and to all teachers as to the effectiveness of the master/consultant teacher program. Master/consultant program means formal and informal observations and discussions between teachers.

The study allowed the intern to explore leadership competencies in the areas of leadership, evaluation, and instruction. Skills that were specifically essential to the success of the study was: the use of effective observation, conferencing, and appraisal techniques to enhance quality instruction; the development of the leadership of others; the recognition, encouragement, and monitoring the use of effective teaching methods; to planning and conducting effective meetings. The intended change for the school in this study was to have teachers observe each other and discuss their lessons in order to

enhance their communication regardless of educational issues. The communication between teachers provided the opportunity to share ideas concerning educational instruction and classroom management issues, as well as view the modeling of new concepts. The outcome goal of this study provided new teachers with an array of techniques and strategies that could be effectively used in the classroom.

Significance of the Study

The significance of this study was the contribution to the effectiveness of master teachers pedagogical influence upon new teachers. More often than not new teachers found themselves isolated from their colleagues. Seldomly do teachers, new or veteran, have the opportunity to share innovative ideas and activities with each other, or even observe one another's methods of instruction or strategies. This study allowed them to deepen their understanding of their own pedagogy; of what really works in the classroom and why as they reflect and share through communication and modeling.

Definitions

Pedagogy- the art, science, or profession of teaching.

pre-service teacher- student teachers that are in the midst of becoming a teacher.

master/consultant program- a program consisting of a novice and a "expert" of the same profession that share and collaborate ideas.

master/consultant teacher- a teacher that has experience and knowledge in the realm of teaching.

educational instruction- the act or process of educating.

classroom management- the conducting or supervising of something.

evaluation instruments- a tool used to determine the significance, worth, or condition by careful appraisal or study.

observers- to come to realize or know through consideration of noted facts.

evaluators- a person that determines the significance, worth, or condition by careful appraisal or study.

induction program- the act of causing or bringing on or about a program to introduce a new concept.

Limitation of the Study

The study was limited only to teachers in this school and to those who were willing to be participants. The participants acted as observers and evaluators. Those who participated were limited by time in which they had to find to do observations, conduct forums for discussion and modeling of effective teaching. The intern had to monitor and report on the progress between all participants.

Setting of the Study

The study was conducted at the Powell Elementary School, located in Camden, NJ. The school houses pre-k through third grade. The school consisted of twenty-four teachers and includes special education teachers, resource teachers for basic skills and special area teachers. The population of the study included any new teacher and experienced teacher that was willing to participate. The intern opened the study to any new teacher who would like to deconstruct and analyze effective pedagogy. The study consisted of experienced teachers on video explaining and demonstrating the significance, the strategies, the theory, and the experience, behind what takes place in the classroom.

Organization of the Study

Camden, New Jersey comprises some nine square miles in Southern New Jersey.

Camden is less than one mile from downtown Philadelphia, Pennsylvania, two and a half hours driving time from Washington, D.C., ninety miles from New York City and about fifty-two miles from Atlantic City, New Jersey.

Some eighty-seven thousand people live in the City of Camden. The multi-cultural composition of Camden's population makes it a true urban center. Many famous historical and cultural sites dot the landscape of this re-emerging northeastern urban center.

Several historic preservation areas have been designated in the city. The Walter Rand Transportation Center is the largest of its kind in South Jersey. Camden boasts a medical school, major health care facilities, the urban campuses of Rowan University, Rutgers, the State University of New Jersey and Camden County College.

The Camden City Schools are governed by a nine-member school board, with each member elected to serving an unpaid, staggered three-year term. The Camden Board of Education is the policy-making body for the Camden City Schools. The district's central administration consists of the superintendent of schools, two assistant superintendents and the school business administrator/board secretary.

Today, our K-12 school district numbers approximately nineteen thousand students attending 23 elementary schools, five middle schools, two traditional high schools, two magnet high schools and an alternative high school.

District educational programs include computer-supported classroom instruction, well defined curriculum and instruction for average, academically talented and special needs students, as well as, specialized study in allied health and the creative and performing arts in the magnet high schools.

Chapter 2

Review of the Literature

Introduction

Over two million new K-12 teachers will be employed in the U.S over the next decade due to increased student enrollments, reductions in class size, and accelerating retirements among an aging teacher population(Darling- Hammond, 1997). More than one-third of these new teachers will be hired in low wealth urban and rural school districts, and the majority of these in center city public schools with minority student enrollments of at least 20% (Recruiting New Teachers, Inc., 1999). This large population of new teachers will be challenged to educate all learners in an increasingly complex knowledge-based, technology-oriented society. Unfortunately, first-year teachers are frequently left in a “sink or swim” position with little support from colleagues and few opportunities for professional development (Darling-Hammond & Sclan, 1996). Well-organized induction , master/consultant, mentoring program are the exception rather than the rule, and informal, haphazard induction experiences have been associated with higher levels of attrition as well as lower levels of teacher effectiveness (National Commission on Teaching and America’s Future, 1999). Current estimates are that more than 20% of public school teachers leave their positions within three years and 9.3% quit before finishing their first year (Recruiting New Teachers, Inc., 1999).

Recruiting New Teachers, Inc. (1999) reports that a growing number of low wealth urban districts with acute shortages are turning toward induction programs to keep new

teachers from leaving. Urban districts reported a 93% retention rate for teachers who participated in such programs. Despite the positive impact of induction programs on retention rates, there has been little sustained commitment in recent years to permanently institute teacher induction programs as part of a formal entry process into the field (National Commission on Teaching & America's Future, 2000).

New teachers enter the classrooms with idealistic expectations about students, classrooms, and teaching, but the transition from student to first-year teacher promptly shocks them into reality (Gold, 1998). Research has shown that the first few years of teaching can influence the quality and professional growth of the novice teacher for the rest of their teaching career (Huling-Austin, 1995; Odell, 1998). "Without a bridge between theory and full professional practice and responsibility, learning on the job remains hit or miss, inefficient and painful, and the experience of entering the teaching profession continues to be largely a matter of sink or swim" (Johnson, Ratsoy, Holdaway, & Freisen, 1993). It is clear that novice teachers need careful and systematic assistance during the beginning of their careers (Berrliner, 1998; Johnston & Ryan, 1993; Veenman, 1993).

Researchers have documented the perils of novice teachers who are not adequately supported during their first year of teaching. Providing support and assistance to new teachers is needed to change the tradition of 'isolation, survival, and trial and error learning' (Feiman-Nemser, 1993; Wildman, Niles, Magliaro & McLaughlin, 1989). Currently over 31 states have implemented mentoring/ induction programs in their schools. The aims of these types of programs are to "retain and induct novice teachers, reward and revitalize experienced teachers, and to increase professional efficacy" (Huling-Austin, 1993). Effective mentoring/induction/master-consultant programs are designed

around what learning to teach research has revealed about novice teachers' needs. Well designed "mentoring interventions" assess the level of teacher development of the novice teacher and then facilitate the development of teacher expertise through construction of a teaching knowledge framework. This framework can be used by the protégé to reframe their "novice" experiences from a more "expert" perspective (Odell, 1997). While this information provides the needed base for continued development of a master/consultant program, further research is needed to provide field-base data regarding individual mentors' contributions to interns' learning to teach.

Review on the Problem

Historically, few states, districts, and schools nationwide have had formal or informal programs to support beginning teachers. States and districts are now recognizing the wastefulness of leaving new teachers to sink or swim, because large numbers of teachers who embark on this career sink. Just last month, the annual "Quality Counts" report by Education Week reported that 23% of new teachers leave teaching within their first three years. Further, the brightest novice teachers, as measured by their college entrance exams, are the most likely to leave. A major reason new teachers leave is dissatisfaction with the job (particularly being isolated from colleagues, not have the opportunity to share innovative ideas and activities). "Quality Counts" also reported that beginning teachers who did not participate in an induction/mentoring program were twice as likely to leave teaching. This suggests that induction programs with the use of technology can help stem the exodus of new teachers.

Some good news is that about 30 states now require or provide funds for districts to offer induction experiences for new teachers. Policy makers increasingly are addressing

the issue due to the escalating pressure to retain new teachers and improve their teaching. This undoubtedly will lead to the launching of required teacher induction programs. Indeed, eight states currently without any induction program plan to implement one within the next few years, and five states already having induction programs plan to expand them soon. The importance of teacher induction is even being brought to the general public's attention, for example, by major newspapers such as the Washington Post.

Review on Major Concept Related to the Problem

There has been limited agreement in the profession about what new teachers should know and be able to do and what constitutes the best learning environments. A consensus slowly is emerging about beginning teachers needing to meet standards for practice that will attest to their grasp of essential skills, knowledge and dispositions (INTASC, 1994; National Commission on Teaching & America's Future, 1997). The INTASC standards provide an overall framework for documenting accomplishments across the domains of teaching and may be useful for communicating expectation for new teachers' behavior, structuring induction experiences, and evaluating professional development.

Recently, there have been calls for drastic reorganization of teacher education programs (Goodlad, Darling-Hammond). It is clear that our current system of teacher education rather consistently fails the incoming teachers through the disengagement of university theory and classroom teaching practice. A growing number of school systems are either working with Professional Development Schools, in which reflective practice and teacher decision making are part of a school culture or putting in place a

master/consultant program where new teachers are expected to collaborate with more experienced school based colleagues (Levine & Trachtman, 1999). The PDS in common with the master/consultant programs have led to an attitudinal shift away from the concept of mentor as veteran whose unidirectional role is to impart basic knowledge to an unknowing novice, towards that of an experienced co-worker who, in a relationship of mutuality with new colleagues, offers assistance and also learns from experience. In a collaborative culture, new and experienced teachers who communicate ideas and work together on real problems put their collective knowledge base into action and experience the reciprocal between theory and practice.

A successful master/ consultant program, synonymous to an induction program, has been deemed effective in the following sense: new teachers face many overwhelming challenges that almost any assistance is helpful. Even without an induction program, schools usually provide orientation for new faculty, such as introducing them to the school and district personnel, resources, and procedures. Most induction programs, virtually, every explicit induction program addresses to some extent the personnel support of new teachers, such as handling stress and maintaining appropriate relationships with students. Most programs go on to increase novice's skills.

Numerous studies document the value of teacher induction programs and describe multiple prototypes for implementation. The benefits of the programs include not only reduced attrition rates among new teachers, but also improved capabilities.

Chapter 3

The Design of the Study

Introduction

In education, as in any employment area, each year produces a certain number of newly minted professionals. However, due to the particular circumstances of our time, the annual influx of newcomers to the teaching profession needs to rise drastically in the coming decade. On one side of the profession's complex supply- demand equation is a fast dwindling reservoir of our most highly experienced teachers. Hired in large numbers in the 1960s and 70's to teach a booming student population, these veterans have started reaching the natural end of their careers. In teaching, new entrants, fresh out of professional training, assume the exact same responsibilities as twenty-year veterans. In doing so, they are also undertaking a remarkable complex endeavor, involving as it does, the simultaneous management of multiple variables, including student behavior, intellectual engagement, student interaction, materials, physical space and time. While many novice teachers have had terrific intellectual preparation and an outstanding student teaching experience, their limited experience generally yields an equally limited repertoire of classroom strategies- far more limited than the variety of teaching challenges a new teacher invariably encounters. It's a situation ripe for frustration.

Not suprisingly, perhaps the attrition rate for beginning teachers has always been extremely high, with nearly a third of novice teachers leaving the profession within their first three years. Inner city and rural schools find it especially hard to retain teachers. This

revolving door creates a permanent core of inexperienced teachers who are learning their craft by, essentially, practicing on the students before them. At the schoolwide level, high teacher turnover drains energy and resources as well, requiring that administrators and teaching colleagues constantly focus on bringing newcomers up to speed on everything from operating the copy machine to participating in major reform efforts.

The first years of teaching are especially stressful as beginning teachers face the emotional challenges of adapting to a new workplace and new colleagues. The needs of beginning teachers have been brought to the forefront of state and national policy due to increasing concerns about teacher quality and teacher shortage problems. As long ago as 1988, researchers at the national level were declaring the urgency of problems in the teacher pipeline, citing a “proliferation of policy activity in states and localities to address the perceived problems of teacher and supply and quality”(Haggstrom, Darling-Hammond, and Grissmer,1988). A decade later, teacher and supply remain a serious problem, with schools experiencing “continuing high rates of attrition for beginning teachers, more than 30 percent of whom leave within the first three to five years of teaching” (National Commission on Teaching and America’s Future, 1997).

Research and reporting by the National Commission on Teaching and America’s Future over the last decade has led to an understanding that quality teaching is critical to student success and “what teachers know and can do is the most important influence on “what students learn”(National Commission on Teaching and America's Future”,1996). The commission’s 1998 report called for a number of strategies for supporting beginning teachers, including effective induction through teacher mentoring. According to research evidence,” traditional sink-or-swim induction contributes to high attrition and to lower

levels of teacher effectiveness”(National Commission on Teaching and America’s Future, 1998).

General Description of the Research Design

This study was developed to identify the effectiveness of a teacher mentor program utilizing an action research design. Although a substantial amount of the data in this research was quantitative, the study remains primarily qualitative in nature. Throughout the study, the intern intended to determine whether the implementation of a teacher mentor program had improved the quality of skills and knowledge of beginning teachers, thus increasing student achievement. To obtain this information, the intern developed a study employing an action based research design, whereby the intern served as an active participant in both the collection of the data and the guidance given to the mentors and the new teachers.

Improving the skills and knowledge of beginning teachers was the most prevalent concern among survey respondents and was the primary perceived benefit of providing teacher mentoring. As critical as the teacher attrition problem has grown in the last decade, districts and schools continue to focus on the needs of the students through teacher quality.

To acquire the information analyzed in this study, the intern utilized a combination of both qualitative and quantitative data. The final conclusions of the study have been made in a qualitative manner, as it was expected that the data gained in the study would not point to a definite conclusion, but it would represent a step towards a better understanding of beginning teacher mentoring.

It should be noted that the intern’s role in the school during the time of the study was

that of an administrative intern. In effect, the intern served as mentor teacher when the intern was not attending her teaching responsibilities. The intern, however, in no way confounds the research conducted within the study. Likewise, the intern had no influence on the responses provided by those who completed the surveys. Each survey was completed voluntarily and privately without any coercion from the administration, faculty or the intern.

Development and Design of the Research Instrumentation

The use of both interviews (AppendixA) and surveys (AppendixB) has provided the intern with the qualitative data utilized by the study. The intern used both qualitative methods, such as content analysis, and analysis of quantifiable information to elicit detailed descriptive information on mentoring activities. Each classroom and special area teacher of the school has been surveyed. A mix of forced-choice, scale, structured, open-ended questions were used, as well as formats that yielded quantifiable information such as program activities, and duration about mentors and proteges were given in hardcopy (AppendixB). The intern was provided with information by the completion of two surveys, one at the inception of the program, and one at the conclusion of the study. Classroom and special area teachers have provided the intern with qualitative information regarding their perception of the effectiveness of a teacher mentor program. Relevant documentation about mentoring policies and activities was obtained from the teachers at the school. Documentation was used to clarify information gained from interviews and to corroborate the interns understanding of policies and procedures in regard to teacher mentoring. Data were collected from individuals and or group interviews and document

review. Interview guides were developed to facilitate data collection. The intern recorded interviews manually and through audio recording. Transcription of audiotapes was performed on selected interviews; however, manual field notes (AppendixC) served as the primary data record used for analysis.

Description of the Sampling and Sampling Techniques

The intern chose as the population of the study all classroom and special area teachers who were enrolled in the Powell Elementary School during the 2000-2001 school year. As a result of the small size of the classroom and special area teacher population, no attempt was made to select a sample. Likewise, a comprehensive sample was used for the teacher survey. The entire teaching staff was afforded the opportunity to complete the survey. To gain another perspective, an interview was completed with the administrator of the school. Similarly, the intern has held many discussions with the principal regarding the direction and effectiveness of the teacher mentoring program.

Description of the Data Collection Approach

To study the effectiveness of a teacher mentor program on the effects of teaching practice for new and veteran teachers, both quantitative and qualitative forms of data was collected.

Evidence strongly suggests that mentoring improves the quality of teaching. According to research there is no “single best way” to organize the mentoring process. Effective mentoring must be flexible and responsive to individual, school, and district needs. A number of common principles for achieving success was through orientations/professional development and collegial collaboration, The week after school began, beginning teachers

received a formal orientation to the community, curriculum, and school. Orientation was an opportunity to give an overview of the school's philosophy, mission, goals and share emphases for the year. Some of the other features that were introduced were classroom management, district policies and how collegial support would be provided. The following week, after the teacher orientation, all classroom and special area teachers were surveyed.

(AppendixB) The surveys were distributed via their school mailboxes. Each teacher was provided with a ticket and asked to present it to the intern while delivering the survey.

During the next staff meeting, all teachers received a revised schedule (AppendixD) displaying their "buddy" teacher. The pairing of a beginning teacher with a veteran teacher was a hallmark of the teacher induction program. The experienced teacher functioned primarily as the buddy or, as the superintendent describes it, "a cheerleader," providing collegial support. The veteran teacher provided the beginning teacher with mentoring assistance at least once a week. Every Thursday the mentors met with their novice teacher to plan lessons, assist in gathering information about best practices, literacy handbook, classroom management, and provided feedback. Throughout the program, there were various inservices/orientations provided for all teachers. At the conclusion of the program, all classroom and special area teachers were surveyed. The surveys were distributed via their mailboxes. Each teacher was provided with a ticket (Appendix F) to present to the intern. This was used to identify the teacher completing the survey. This allowed the intern to tally the respondents until 100% return rate was achieved.

Surveys and teacher interviews were the main source of information on the effects of a teacher mentor program. Along with the surveys, interviews (AppendixA) were used to

obtain a third perspective which provided the intern with additional qualitative data.

Interviews with the school's principal and School Planning and Management Team were completed. Each interview lasted for approximately thirty minutes and was tape recorded.

Data Analysis

The goal of the program were to support development of the knowledge, skills and attributes needed by beginning teachers to be successful in their teaching positions. The surveys and interviews provided descriptive data addressing the quality of teaching when experienced teachers collaborate as mentors for beginning teachers. The model of the program consisted of three dimensions: professional, instructional, and personal. The evaluation of the teacher mentor program was described as organic, it grew as project participants sought to document the evolution and development of the mentor program. Data on perceptions of mentors and proteges were gathered and examined to provide insight into the processes that occurred and their impact on individuals.

Chapter 4

Presentation of Research Findings

Introduction

Today, statewide experiences with teacher shortage and high attrition in the early teaching years have heightened the concerns of legislatures and state education agencies across the nation. The present shortage of K-12 public school teachers is due to multiple factors that are playing out differently in every state. Historically, fewer and fewer college students have been entering the field of K-12 education. The proportion of college students majoring in education declined from 21 percent to 9 percent between 1975 and 1984 (Stoddart and Floden, 1995), and there is no indication this trend is likely to reverse. Perhaps the most serious trend, however, is the high numbers of prepared teachers who are exiting the field. Research on teacher attrition in the late 1970s and early 1980s reported 25 percent of prepared teachers either never taught or left the profession within a few years (Croasmun, Hampton, and Herrmann, 1997). More recent data indicate that only about 60 percent of teacher education graduates enter the profession. Among graduating teachers, 22 percent leave in their first three years in the classroom, and nearly 30 percent have left the profession by the five year mark (Darling-Hammond, 2000; U.S. Department of Education, National Center for Education Statistics, 1996). A recent study of Texas teacher recruitment and retention reported that 19 percent of new teachers leave after only one year in the profession "primarily because they fail to get badly needed professional support" (Texas Center for Educational Research, 1999, p.).

Data such as these, and the actual school and district experiences behind them, create an urgency to attend to the needs of new teachers beyond the informal attention that individual teachers and schools have always paid. It has become clear that successful hiring practices are only part of the answer to teacher shortage. School and district leaders need sound strategies for ensuring beginning teachers' successful transition to the classroom and school and then retention beyond the first few years.

A broad base of agreement exists for the idea that beginning teachers need support during their transition into professional practice (Brighton, 1999; Feiman-Nemser, Carver, Schwille, and Yusko, 1999; Huling-Austin, 1992; Little, 1990; Moir, Gless, and Baron, 1999; Odell and Huling, 2000; Stansbury and Zimmerman, 2000; Tellez, 1992). There is little argument that even the most well prepared beginning teacher needs individualized assistance during the first one to three years of practice. In 1980, only one state had implemented a mandated induction program. Since that time, such programs have become widespread; by 1988, 46 state legislatures had established mentoring or other kinds of induction programs for new teachers (Wilkinson, 1997), and many large school districts had initiated support systems as well.

Although longitudinal data tying teacher mentoring to improved retention is still largely lacking, evidence from evaluation of one of the largest statewide programs-- California's Beginning Teacher Support and Assessment (BTSA) system--is promising. Research shows that beginning teacher attrition in school districts operating BTSA programs has dropped to less than 10 percent (Wood, 1999). This is compared to a statewide trend of 50 percent attrition during the first five years of teaching. In one California community, Santa Cruz, evaluation studies show high rates of satisfaction, retention, and success with

students among beginning teachers who participate in the district's New Teacher Project (Moir, Gless, and Baron, 1999). Similarly, in Louisiana results of a three-year implementation of the Framework for Inducting, Retaining, and Supporting Teachers (FIRST) show a 88 percent retention rate of certified new teachers in Thibodaux Parish (Breux, 1999).

Some program evaluations show impact in areas other than new teacher retention. In Palatine, Illinois, although district records show little impact of its Helping Teacher program on teacher attrition, there is encouraging evidence of more rapid new teacher progress toward competency, which district leadership believes is contributing to the school system's increasing performance.

Grand Tour Question

The results of the teacher mentoring survey appear below are organized into one main section, Motivations for Providing Teacher Mentoring, and six sub-sections: The need to improve skills and knowledge of beginning teachers, desire to increase student achievement, desire to build collegial culture among teachers, teacher request for mentoring activities, the need to improve retention among teachers, benefits of mentoring. These thematic categories contribute to a better understanding of how the Teacher Enhancement program was planned and implemented and the role of motivating factors. (research question one). A broad understanding of resources, activities, and effectiveness from the perspective of Powell School was also gained through this analysis (research question two and three).

Mentoring has become an important strategy for improving retention of beginning teachers. A number of states in this region are currently facing a teacher shortage problem. Based on the returned surveys, however, teacher quality ranked as the priority reason to use mentoring. Survey respondents expressed that the most important motivations for implementing mentoring are to improve the skills of beginning teachers (72 percent) and increase student success (62 percent). Beginning teacher retention(46.8 percent) is also important, but less so than teacher quality concerns : the desire to build collegiality(38.4), teacher preparation(15.3 percent), teacher request for mentoring activities(12.5 percent).

Program effectiveness in areas other than retention also is undocumented. Schools struggle with and juggle available resources as they work toward achieving the most important aims of mentoring--fostering the development of high quality teachers who stay in the profession over the long haul. The observation of an elementary school mentor exemplifies the reports of many case study participants who are witnessing good results with this mentoring goal as well. In discussing a colleague whom she mentored three years ago, the mentor says she has shifted from asking questions primarily about curriculum to those that focus on how to approach a child who is having a learning problem. In that mentor's opinion, the beginning teacher who "started out teaching the book instead of the child" is now a strong member of the faculty.

This research began as a study of one-on-one mentoring arrangements; but it did not take many visits to the classrooms to see that one-on-one mentoring was only a part of the full picture of successful teacher induction and development. Schools with the best mentoring programs do much more than establish official mentors. As an elementary

school principal from Camden Public schools explained, "We all mentor one another here." In short, a good environment of mentoring generally involves more than one mentor. New teachers learn from a variety of peers. Good mentoring involves a variety of formal and informal contacts. An important task for the principal is building an environment that fosters such interaction and cooperation.

Teacher mentoring thrives in collaborative school environments. Mentoring is especially fostered through effective teaming arrangements, whether by grade level or academic discipline. Other collaborative practices that tend to build an environment that facilitates mentoring include the following:

- * Emphasis on building a collaborative school climate. This can take various forms and employ various means.
- * A teacher appraisal system that rewards collaborative activity.
- * An accountability system that gives greater emphasis to accountability for teams of teachers than for individual teachers.
- * Group study sessions, book clubs, and other devices that promote group professional development and promote active "learning communities".

Interviews with staff provided only anecdotal evidence of effectiveness. Throughout the school, however, that evidence is positive. Staff assert that good mentoring can have beneficial effects on the retention of new teachers in their jobs. The key informants say they look for a turning point in the first year of every protégé--when it is evident that he or she "sees himself as important, as productive." As one mentor says, her hope is that "by the end of the year [her protégé] will feel she's accomplished something with her students and will come back next year, confident in her familiarity with the school and the

curriculum." That is, the mark of successful mentoring is often viewed to simply be the return of a first year teacher to the same school as a second year teacher.

This fieldwork provided a richer understanding of how mentoring for beginning teachers occurs in practice. In so doing, the information and ideas offered by thoughtful practitioners during their personal interviews informed the answers to two of the three research questions. Together, they answer the first question, "How have schools and districts planned and implemented mentoring programs?" The first-hand experiences of beginning teachers and the school staff who work closely with them bring to life the day-to-day operation of mentoring programs, which the New Teacher mentor program intended to capture through its second research question, "What are characteristics of individual schools mentoring programs in the district?" Finally, although the research revealed that the schools are only minimally addressing beginning teachers' needs (the focus of third research question), clearly points to implications for the continued development of the mentoring program.

The most striking impression one receives in interviews with new teachers is the wide variety of individual circumstances, ages, backgrounds, and paths through which they came to teaching. Some teachers had the opportunity to enter teaching through alternative certification programs as well as traditional college and university-based programs has broadened the diversity of new teachers' preparation. As a result, there is considerable variety in the extent to which they have had exposure to classroom practice in some form or other prior to their first year as professional teachers.

Perhaps the diversity among new teachers can best be demonstrated by describing a few of the individual teachers researchers interviewed. Names of these teachers have been changed to preserve anonymity.

Sonja graduated from a teacher education program that provides its students three semesters of classroom experience before full-time student teaching. To be certified in early childhood education, she student taught for seven weeks in kindergarten followed by another seven weeks in second grade. Despite these many experiences in other teachers' classrooms, Sonja is finding management a challenge in her own classroom. She commented, "When you're student teaching, the teacher has it all set up for you."

Michael has a business undergraduate degree in strategic management. After college graduation, he worked for three years as manager of a discount retail superstore before deciding to enter the teaching field. He received a teachers' license through an Alternative Certification program and is now in his second year of teaching remedial mathematics to 4th graders. Michael indicated his first teaching year was not a bad experience, saying he was used to working hard and required little assistance from his mentor.

Tracey earned a bachelors degree in biology and elementary education. Next summer, she plans to begin taking course work toward a master's degree in education. Tracey did her student teaching in a kindergarten classroom in the same district that hired her, but just before the school year began she was offered a third grade position. With no prior experience with upper elementary students, Tracey was feeling the stress of planning lessons with unfamiliar curriculum. In the midst of this diversity, interviews with first-year teachers, veteran mentor teachers, and school administrators yielded a rather consistent picture of the beginning teacher experience.

"Overwhelming" was by far the most common term used to describe the experience of the first year of teaching by nearly everyone. New teachers find themselves inundated with unfamiliar responsibilities and overwhelmed by their students, by paperwork, by lesson planning, by the flood of information they suddenly receive about detailed school district procedures, and occasionally by the load of professional development training they are required to take. As one teacher mentor claimed, "Survival is your objective the first year." Another explained: "Every day is a new day and you don't know what is ahead of you."

Rachel, a first-year teacher of Spanish, acknowledged that her first year was tough. She did not have a classroom, but instead was a "travelling" teacher who taught in other teachers' assigned classrooms during their planning and preparation periods. She reports that her initial reaction to teaching was, "Oh my gosh, I can't possibly do this for the rest of my life! You feel like you are drowning."

Mentors and other teachers in the school was seeking ways to ease their burden of being overwhelmed during the first few weeks of school. Rachel's mentor helped her stock and organize the cart that is her "classroom" as a traveling teacher. Michael receives assistance with lesson planning from both his mentor, who teaches language arts at a different grade level, and the school's instructional specialist, who was a veteran English teacher before she left classroom teaching. Most importantly, mentors urged new teachers to "take at least one day during the weekend in which you do nothing related to school."

The needs driving new teacher concerns and the bulk of mentoring assistance early in the year cluster in two particular areas: classroom management and school procedures. New teachers and mentors interviewed by the researcher identified *classroom*

management, including both organization and student discipline, as the most common area of concern. In talking about her struggles with managing a class full of first graders, Sonja said, "When I first started, it was like, oh my goodness, how am I going to teach these kids if I can't get them to sit down and be quiet?"

Among the educators interviewed, there appears to be consensus that creating the classroom teaching and learning environment is the first step to a successful year. The new teacher must be prepared and comfortable in that environment in order to provide students the structure they need to be confident and secure as learners. There also is general agreement that few beginning teachers, even those who enjoyed the best possible student teaching experience, are prepared to carry out this feat on their own.

The second need that drives new teachers' concerns early in the school year is simply their naivete regarding "the way we do things around here," that is, *school and district procedures*. They require immediate and frequent support from veteran faculty and staff as they become familiar with district-level policies and with the campus culture and standard procedures. Rachel said her mentor seemed to be very aware of her need for support in this area. During inservice training sessions at the very beginning of school, "We sat together ... [and] she would whisper to me, 'This is important' or 'This is not so important.'" Once school began, Rachel found that her first and last classes were taught in the room directly across from her mentor's classroom, so they saw one another daily. Her mentor was highly organized and tried to answer all her questions as they arose, many concerning administrative procedures and school policies.

Finally, lesson planning can offer significant challenges for teachers with no experience in the subject or grade level. Sonja had a mentor who was responsive and genuinely

helpful in answering questions about school policies and procedures telling her where to obtain textbooks and order school supplies and how to fill out attendance reports appropriately.

The educators whose voices informed these case studies represent just a small fraction of the many teachers and administrators serving Camden students. They work under different cultural and organizational circumstances, and clearly are engaged in their own unique approaches to meeting the needs of students. Despite these differences, some generalizations from the experiences they shared with the researchers seemed reasonable and appropriate.

First and foremost, individual new teachers have different needs and preferences to which their mentors must adjust. A rigidly uniform approach to mentoring will not suit the needs of all novices. This was clearly illustrated by the testimony of the first experienced mentor we interviewed. She noted that, unlike her protégé last year, who was strongly independent and preferred receiving little assistance, her protégé this year was more "needy."

Second, even in school districts with good mentoring systems, researchers found new teachers who were "falling through the cracks." Desperate new teachers who do not receive the help they need from their official mentors naturally try to reach out to others. They seek help from fellow teachers teaching the same subjects, from family members who are teachers, and even teachers they meet while shopping at the local grocery store. Fortunately, most fellow teachers usually respond to requests for assistance; after all, teaching is a "helping profession."

There is a need, however, for some form of non-threatening appeal process through non-authority channels for beginning teachers to use to ensure they gain the help and support they need. Many new teachers feel vulnerable and some have difficulty asking for help or admitting their problems to anyone--especially to those in authority or to individuals they do not trust. They think, "I should know this," and fear exposing their weaknesses to fellow teachers and administrators. The task is made easier when mentors model the desired behavior, disclosing their own mistakes and acknowledging weaknesses and vulnerabilities.

Conclusion

This study identified two primary reasons for mentoring beginning teachers that are corroborated in current knowledge on the beneficial effects of mentoring. The first is the potential for mentoring to improve the quality of skills and knowledge of beginning teachers. The second is the possibility of addressing student success by stemming the tide of attrition of beginning teachers.

Improving the skills and knowledge of beginning teachers was the most prevalent concern among survey respondents and was the primary perceived benefit of providing teacher mentoring. As critical as the teacher attrition problem has been in the last decade, districts and schools would benefit greatly if they focused on the needs of the students through improving teacher quality.

Chapter 5

Conclusions, Implications and Further Study

Introduction

There has been much concern over the attrition of new teachers from the teaching profession. Research data shows that the first year of teaching is the most crucial time for novice teachers. Moreover, trained and dedicated teachers are in great need, as class size reduction and large retirement rates are increasing the numbers of teachers required at US schools. It is during this first year that most new teachers decide to move to another school or district, or to abandon their teaching practice. An effort must be made to retain teachers who choose teaching as a profession, not only because the American educational system requires strong, devoted educators, but also because it is important for students and faculty to have consistency and familiarity with teaching staff. School improvement is more successful when everyone understands and has helped build the culture of the school, and when teachers feel vested in their school and feel comfortable working with colleagues. Training, advice, counsel, and encouragement are necessary ingredients for an adequate formula to help face the challenges that every newcomer encounters during the difficult first year of teaching. A strategy based upon these elements should be instrumental for retaining teachers in our classrooms. Because it is important to keep teachers in teaching, many programs have been implemented at various sites to help new teachers through their first year or two of teaching. It makes sense to train and help a new employee, so that the institution can run more smoothly, productively, and successfully. Almost all other professions ensure that their new workers are provided with

training and constant feedback in their job. People are not hired and then left on their own. So, why does the present educational system leave so many of their new teachers isolated?

Grand Tour Conclusions and Implications

The findings suggest that beginning teachers are indeed facing difficult challenges in the classroom and are "at-risk" of leaving their assignments when placed in classrooms without support from more experienced colleagues. While more data is needed to further support these findings, they signal the need for further attention and study to the needs of beginning teachers in teaching students. Better decisions can be made about how to locate resources to assist in mentoring support.

Implications and Recommendations

A reoccurring thread that undercuts the findings from this research is that there is no "single best way" to organize the mentoring process. Effective mentoring must be flexible and responsive to individual, school, and district needs. There are important roles for the district, state, administrators; for mentors and beginning teachers. A number of common principles for achieving success in this endeavor are evident and are presented below.

First, it is apparent that mentoring is only one of many factors that should be associated with the induction of beginning teachers. Researchers, policymakers, and practitioners must consider the range of conditions that undermine teacher stability (e.g., teacher preparation, collegial culture, professional status, job satisfaction), as well as the other economic and social factors that impact individuals' career choices.

Second, the intern suggest that the goal of teacher mentoring should be focused on improving teacher quality and improving student success. Retention is a higher profile goal, especially during this time of teacher shortages. A focus on retention alone, however, may compromise quality teaching by retaining teachers who might be more appropriately counseled out of the profession.

Third, mentoring of beginning teachers should be considered one piece of a larger focus on teacher development. Thoughtful reflection on practices by mentor and protégé, school and district administrator, and teacher preparation entities, could contribute to the development and continuous improvement of all teachers.

Implications of Study on Leadership Skills

The sixties and seventies saw the development of approaches to guide the operation and attainment of organizations' goals. That period also focused on models to guide organizational change and on strategies to disseminate new knowledge to potential users. The need for persons to supply the human interface for the implementation of new knowledge and practices became increasingly clear.

It is no great surprise that the successful school change stories of the eighties consistently featured the principal as the leader who supplied the human interface, the support and the pressure, for change. During that decade, however, researchers learned of other facilitative leaders (Hord, Stiegelbauer, & Hall, 1984), and the idea of a facilitative team was identified and studied (Hall & Hord, 1986). Pajak and Glickman (1989) reported studies of three school districts in which leadership came "from a variety of positions and levels" (p. 61). In one district, "prime agents" (Pajak & Glickman's terminology) were lead teachers, assistant principals, and central office staff. In another district, prime agents

were central office staff, with principals playing a supporting role. In a third district (all of these efforts were targeting district-wide change), prime agents were representative teachers at various grade levels and schools, "who served on schoolwide committees coordinated by central office supervisory staff" (Pajak & Glickman, 1989, p. 63). The idea of a facilitative team (at the school level) was reinforced by the effective schools/school improvement process designs of that era, which included a leadership or school improvement team in the change strategy. This team directed, supported, guided, and represented the larger staff in the planning and implementation of school change. Most efforts at restructuring, Leithwood (1992b) suggests, include some alterations of the existing power relationships in districts and schools. These may center on site-based decision making and management, increased parent and community involvement in curricular and instructional decisions, and others. These new power and control alignments in schools are following similar shifts in business and industry, based on power that is "consensual, a form of power manifested through other people, not over other people" (Leithwood, 1992b, p. 9). To achieve change and improvement in schools there must be a balance of top-down and facilitative forms of power; "finding the right balance is the problem" (Leithwood, 1992b, p. 9). School leaders must use facilitative power to transform their schools; such leaders do this, Leithwood (1992b) says, by

- helping staff members develop and maintain a collaborative professional school culture
- * fostering teacher development
- * helping staff solve problems together more effectively.

Thus, one new view of leadership envisions leaders more as human resource developers and less as administrators in positions of authority who direct various tasks to be done (Reavis & Griffith, 1992). Rather than telling, pushing, and driving the organization, the leader expects the highest possible effort from each staff person, gets commitment, and works with individual staff in a personalized, goal-setting way. "They provide an environment that promotes individual contributions to the organization's work" (Méndez-Morse, 1992, in press). Bennis and Nanus (1985), from their study of exemplary corporate leaders, describe this process by saying that leaders "pull," rather than push. They pull through a compelling vision that creates focus for the organization and leads to an intensive plan of action for the leader.

Leaders establish the vision in the system's members and simultaneously nurture the organization to foster additional "pull" leadership. This can happen, Kanter's study of "change masters" reveals, if the organization is one that is integrated as a whole and not segmented into parts (Kanter, 1983). Schools, however, have been described as loosely coupled organizations (Weick, 1982), with various grade levels and academic departments, for example, poorly connected to each other.

One of the strategies of systemic change is involving all parts of the school organization, thus working toward integration. Through such organization, the participants gain power in a series of steps, the purposes of the leader and the staff become fused, the leader exercises pull, and the staff members are motivated to try out their ideas.

This paper has described the evolving recognition of the need for leadership to facilitate change. It has given attention to the principal as a key facilitative leader and to

the expansion of the facilitative leadership function to a team or council that includes teachers, and other staff members.

This study allowed the intern to explore leadership competencies in the areas of leadership, evaluation, and instruction. Skills that were specifically essential to the success of this study was: the use of effective observation, conferencing, and appraisal techniques to enhance quality instruction; the development of the leadership of others; the recognition, encouragement, and monitoring the use of effective teaching methods; to planning and conducting effective meetings.

The intended change for the school in this study was to have teachers observe each other and discuss their lessons in order to enhance their communication regardless of educational issues. The communication between teachers provided the opportunity to share ideas concerning educational instruction and classroom management issues, as well as view the modeling of new concepts.

Further Study

This research effort represents a step towards better understanding beginning teacher mentoring. While questions remain regarding many aspects of mentoring, the intern identified various issues in particular that merit future research.

It is likely that retention and quality goals associated with beginning teacher mentoring cannot be met by schools and districts alone. In particular, successful mentoring programs may require resources beyond those presently available to most districts. If states were to provide tangible assistance to districts and schools through financial support, mentor training opportunities, technical assistance, and necessary materials and equipment, more would be learned about the true potential of teacher mentoring.

Policymakers and district and school administrators should make available another critical resource in teacher mentoring that is currently in short supply: time. There is a need to collect information about how time is created for mentoring, whether it be in the form of release time or creative scheduling. How much time is needed and how structured should it be? This single element of "time" is likely to be a critical determining factor of program success. Mentors, administrators, others who are part of the educator support system, and beginning teachers all must be afforded the time to devote to effective mentoring and induction.

Mentoring programs rely on the availability of well-qualified, veteran teachers to serve as mentors. Evidence from this study shows that at-risk schools, about half of the teaching force will probably be inexperienced. State and local planners must determine how to ensure that these schools, in particular, have adequate human resources to support high-quality mentoring for their beginning teachers.

The preparation of mentors and development of their capacity to mentor effectively are issues that require attention. There were many questions on how to create an appropriate relationship between mentoring and evaluation. Most pressing is the question of whether mentors of new teachers can, or should, also be their evaluators. Constructive criticism is certainly appropriate in mentoring, but if mentors are perceived as evaluators, they can be intimidating to vulnerable novice teachers. The dynamics of evaluation and mentoring and ways to avoid negative results should be further studied. Also, there is a need for more sophisticated program evaluation at all levels including individual campuses, districts, and the state. Since mentoring activities vary so greatly at the individual campus level, efforts should be made to investigate the correlation between mentoring support and retention at

this level. When this relationship is better understood it will become more feasible to weigh the costs and benefits of teacher mentoring. Some school districts are able to provide some training, but others need assistance in training their mentors. Support, guidance, and resources should be prioritized for mentor training.

An array of support strategies for beginning teachers should be available for use in a teacher mentoring program. For example, reciprocal classroom observations; model teaching; team teaching; collaborative curriculum development; and teaming all offer important vehicles and techniques to develop the knowledge and skills of new teachers.

Finally, effective mentoring is more than a one-on-one relationship between mentor and protégé. New teachers benefit from the support of other teachers, administrators, and higher education partners. Teacher mentoring is best developed within a professional culture that favors collegiality and collaboration. Findings from the research presented in the preceding chapters contribute to increased understanding of teacher mentoring programs, and uncover needs, circumstances, and contexts that affect and are affected by teacher mentoring. Each of the complementary data sources pursued for this study addresses and substantiates one or more of the three research questions that sought to explore at the beginning of this research. This final chapter provides insights around those questions. Implications and reflections on the overall research findings also provide important policy and program recommendations and direction for future research as presented at the end of this chapter.

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Appendix A
Interview Questions

Workplace teacher interview: coach/manager/mentor

Adapt these questions to fit your program and resources. Coding and analyzing open-ended interviews is both technically demanding and expensive. Use links to review the coding forms developed to categorize responses to open-ended questions.

Workplace Teacher Code: _____ Date: _____

Interviewer: _____ Time: _____ -

*We are interviewing apprentice coaches, mentors, and managers about **their experiences in the apprenticeship program**. These interviews will help us learn more about **teaching and learning**. We are also interested in your **recommendations** to enhance program quality. Through these interviews we hope to gain deeper understandings about how to create quality learning environments that enhance youth development.*

This interview is confidential. We will not refer to your name unless you release us to do so. Do we have permission to tape the interview?

PART 1. Role

1.1 Could you describe the responsibilities you have had for apprentices at _____ (firm)?

- * How many apprentices did you work with?
- * What did you do? How did you do that? Can you give me an example, thinking of an apprentice?
- * Were there other things you did?

(Probe for details about role in designing the apprenticeship, assigning tasks, coaching, mentoring.)

- * What were your goals for the apprentices?
- * How frequently did you interact with the apprentices? Why?

1.2 What has it meant to you to be a coach? Has the experience been a positive one? Why/why not? Specific examples?

1.3 Were there particular **challenges** to you? Why was that challenging?

1.4 Why did you **decide to get involved** with apprentices? Has it worked out that way?

1.5 What have you learned from your involvement with the apprenticeship program?

- * About yourself
- * About youth
- * About your workplace

PART 2. Program Supports

2.1 What should **new coaches know** before they start?

2.2 What **kinds of supports, information and training** do you think would help make people better coaches and mentors? Why?

- * Any difficulties you've experienced this year in your work as a coach?
- * How do you think these issues could be better addressed in the future?
- * What kinds of things would have made your job as a coach easier/more effective?

2.3 What **other thoughts or ideas** do you have for improving the way the program runs?

- * Are there problems you're aware of that we ought to know about?
 - * Do you have ideas for addressing these problems?
-

PART 3. Student Progress/Development

3.1 Did you see the apprentices progress/develop over the course of the program? (Some? All?)

- * In what ways did they grow/ develop? Examples?
- * What different types of development did you see? Examples?
- * Do you think some of this is attributable to the apprenticeship? Explain.

3.2 How do you **define progress/success for apprentices?**

- * What are **your standards** of success for the apprentices?
- * How do you know/determine if your apprentices are progressing successfully?
- * How do you or can you assess/measure an apprentice's progress?
- * How do you know when an apprentice isn't progressing successfully?

3.4 Have you had **some apprentices who weren't developing as well as you might have liked?** Examples?

- * What did you **do in these situations?** How have these situations turned out?

Appendix B
Survey Questions

PLEASE ANSWER THE FOLLOWING DEMOGRAPHIC QUESTIONS (1-2)

1. Gender:

Male Female

2. Race/Ethnicity

Caucasian/White

African American/Black

Hispanic

Asian/Pacific American

American Indian/Alaskan Native

Other_____

PLEASE ANSWER THE FOLLOWING QUESTIONS (3-10) ABOUT YOUR PERSONAL TEACHING PROFILE.

3. Are you currently employed as a classroom teacher?

Yes (if yes, proceed to question 5)

No (if no, please complete the remaining questions reflecting on your early year(s) experience)

4. If you are no longer a teacher, how long did you remain in the classroom?

Less than 1 year

1-2 year(s)

2-3 years

3-5 years

Over 5 years

5. Years of teaching experience _____

6. Type of school district in which you were first employed:

Urban

Rural

Suburban

7. Type of current school district:

Urban

Rural
Suburban

8. What type of teaching certification do you hold?

Permanent certification/license

Provisional certification/license

National Board for Professional Teaching Standards certification

Emergency certification

No certification/license (If no, proceed to question 10)

Other _____

9. What subject(s) and/or levels have you been licensed/certified to teach (check all that apply)

Early Childhood	Elementary	Middle School	High School
Social studies	_____	_____	_____
Science	_____	_____	_____
Mathematics	_____	_____	_____
Special ed.	_____	_____	_____
Reading/ Language Arts	_____	_____	_____
Other	_____	_____	_____

please specify

10. What subject(s) and/or level(s) are you currently teaching (check all that apply)

Early Childhood	Elementary	Middle School	High School
Social studies	_____	_____	_____
Science	_____	_____	_____
Mathematics	_____	_____	_____
Special ed.	_____	_____	_____
Reading/ Language Arts	_____	_____	_____
Other	_____	_____	_____

please specify

PLEASE ANSWER THE FOLLOWING QUESTIONS (11-27) ABOUT YOUR BEGINNING TEACHER EXPERIENCE. PLEASE CHECK ALL THAT APPLY.

11. When you started your teaching career, did you receive training in the specific curriculum used by your school or district?

Yes

No (if no, proceed to question 13)

12. How was your curriculum training delivered?

One or more workshop(s)

Undergraduate level course

Graduate level course

Self-directed learning

Other _____

13. When you started your teaching career, did you have a mentor teacher?

Yes

No (if no, proceed to question 18)

14. Who served as your mentor?

An experienced/veteran teacher

A school administrator

A college/university faculty member

Other _____

15. How would you rate your level of satisfaction with your mentoring experience?

Very satisfied

Satisfied

Somewhat satisfied

Not satisfied

Very unsatisfied

16. What activities did your mentoring experience include? (Check all that apply)

Classroom observation

Team teaching
Co-planning
Face-to-face interaction
Phone messages
E-mails
Other _____

17. How might your mentoring experience have been improved?

No improvement needed
More time to engage with mentor
A better match of mentor personal background
A better match of mentor and experience
Other _____

18. Did your school principal provide any of the following support? (Check all that apply)

Personal conference(s)
Feedback/guidance
Peer support
All of the above
None of the above
Other _____

19. Please rate the quality of parent participation in your school

Excellent
Good
Fair
Poor

20. How did your salary schedule compare with those of similar school districts?

Higher than
Comparable to
Less than
Don't know

21. How would you evaluate the adequacy of teaching materials and supplies you received?

Excellent
Good
Fair
Poor

22. Did you participate in a formal induction program?

Yes

No (if no, proceed to question 26)

23. Please indicate the type of formal induction program in which you participated:

Sponsored university program
State department of education
School district/system sponsored
Don't know
Other _____

24. What benefits were associated with participation in the beginning teacher programs or activities? (check all that apply)

Monetary
Release time
Course credit
Acquire initial certification/licensing
Advanced level of certification/licensing
None
Other _____

25. What shortcomings were associated with participation in the beginning teacher programs or activities?(check all that apply)

Time of activities
Location of activities
Type or level of teacher certification
Relevance of information provided
Other _____

26. Please provide any additional comments you believe would help us better understand your beginning teacher experience:

Note: This rating sheet is intended as a guideline to refresh the memory of the screening committee members. It is not intended to be used as an absolute measure of any candidate's potential.

Teacher: _____ Site: _____

Please rate the above named teacher on the following scale:

1 2 3 4 5 (being the highest)

- * Technical knowledge and experience
- *
Temperament
- *
Personality
- *
Calendar speakers and fieldtrips by month
- *
Ambition
- *
Reasons for wanting involvement in the Academy Program
- *
Ability to work with others as a team member
- *
Interpersonal skills
- *
Student expectations
- *
Ability to relate well with students
- *
Flexibility to change
- *
Procedures
- *
Working with parents
- *
Overall rating

Sample Mentor Year-End Questionnaire

Date: _____

Mentor Name: _____

Mentee Name: _____

Date Match Began: _____

Date Match Ended: _____

Were the state goals of the match accomplished? Please explain.

Does the mentor or the mentee want to be rematched?

What recommendations do the participants have to improve the program?

How do you both rate their experience on a scale of 1-10 with 10 being the highest and why?

If you were to participate again, how would you like to match to proceed?

Appendix C
Manual Field Notes

Journal Notes

Activity Team Teaching Date September 13,2001
Participants Mr.Tapper, Mrs.Reed-Thompson,

Activity Facts:

Mrs. Thompson observed Mr.Tapper teaching a reading/literacy lesson.
(patterned text, voc. words summarizing)

Reflections:

We discussed his objective, procedures of his lesson.

Ideas were exchanged on how he presented his lesson. Praise and recognition was also given on his technique used for teaching his lesson. He shared his thoughts on how he could improve his teaching in reading.

Number of hours 2

University Mentor Signature

Date

Journal Notes

Activity "A learning Walk"

Date September 20, 2010

Participants Ms. Taylor, Mrs. Reed-Thompson, Ms. Brownlee

Activity Facts:

A learning walk consist of visiting each classroom, documenting changes that need to occur within class room and regarding resources that may be needed.

Reflections:

This is a great way of developing a learning community. It can be a useful tool to help teachers with the learning process. I found it as a useful tool in identifying the needs of teachers/learners.

Number of hours 2

University Mentor Signature

Date

Journal Notes

Activity Promoting Motivation/Achievement Date October 5,2001

Participants : All staff-inserviced/Curriculum and Instuction committee

Activity Facts:

Promoting Motivation and Achievement
(Literacy Handbook)

- Morning Message
- Prereading Strategies
- Read Aloud
- Monitoring Comprehension
- Cross-Curricular Connection
- Learning Centers

Reflections:

This was an introduction to the literacy handbook-a work in progress. Staff was informed on how to use it as a guide in teaching literacy. Several staff members including myself presented ways to promote motivation and achievement in the classroom. According to survey responses, it will be a great tool in guiding and creating a learning community.

Number of hours 6

University Mentor Signature

Date

Journal Notes

Activity Classroom Discipline

Date October 5,2001

Participants : Ms.Taylor, Mrs. Reed-Thompson, Ms. Brownlee

Activity Facts:

Classroom Discipline

- A pamphlet created and given to Teachers concerning discipline Problems that may occur. It was given in a staff meeting and thoroughly explained.

Reflections:

All teachers were given a "Classroom Discipline" pamphlet. It explained ways on how to prevent behavior problems before they occur Comments from various teachers were made on how useful the pamphlet may be. The meeting was very short but very needed for all teachers.

Number of hours 1_

University Mentor Signature

Date

Journal Notes

Activity Needs Assessment Survey Date October 15, 2002

Participants Ms.Taylor, Mrs.Reed-Thompson, Ms.Brownlee
,Mrs.Grear

Activity Facts:

Teachers were given a form to fill out in regards to their needs and wants for the following year.

Reflections:

Teachers were ask to complete a form reflecting needs and wants in academic areas about their students. The form itself was self-explanatory for teachers to follow. It is something that will be used for the following year.

Number of hours 2

University Mentor Signature

Date

Journal Notes

Activity Curriculum Assessment Date October 29-30, 2001
Participants Ms.Taylor, Mrs.Reed-Thompson, Ms.Brownlee
,Mrs.Grear

Activity Facts:

There is a computer program through the district called "Compass Learning". Through out the year assessment data and curriculum programs have to be implemented for each grade level.

Reflections:

I had to input these program for each grade, 1st-3rd. Various data had to be updated, reviewed, and collected. All was very informative and rewarding for each teacher-basically because they didn't have to do it. This is a good demonstration of teachers and staff working together.

Number of hours 4_

University Mentor Signature

Date

Journal Notes

Activity Team Teaching Date November 15,2001

Participants : Ms.Cannon, Sister Lewis

Activity Facts:

Team Teaching
Ms.Cannon observed Sister Lewis
teach a lesson.

Ms.Cannon-new teacher
Sister Lewis-mentor/buddy teacher

All teacher met and conversed at
Common planning time

Reflections:

According to the interview Ms.
Canon said she learned alot
by observing Ms.Brooks. She
also mentioned that she would
like it occur more often.

I believe this is a great way for a
new teacher to get a view of
different teaching methods
or strategies.

Number of hours 1_

University Mentor Signature

Date

Journal Notes

Activity Team Teaching Date November 27,2001

Participants : Mrs.Grear, Mrs.Williams

Activity Facts:

Team Teaching
-Lesson Plans
-Record Book
-Compass Assessment

Mrs. Grear, Ms.Williams ,
Mrs.Reed met and discussed
the issues listed above.

Reflections:

Collaboration, cooperative
learning provides an avenue
towards teacher success.

There were a lot of
unanswered questions and
concerns that were
addressed. Mrs. Williams is
new to the district but not to
teaching.

Number of hours 1_

University Mentor Signature

Date

Journal Notes

Activity Team Teaching Date December 6, 2001

Participants : Mr.Tapper, Mrs.Reed-Thompson

Activity Facts:

Team Teaching
-Curriculum
-Learning Centers

Mr. Tapper observed Mrs. Thompson present a lesson in the classroom incorporating learning centers within the given curriculum.

Reflections:

Mr. Tapper had many questions about learning centers and how difficult it is to incorporate them into the lesson.

He informed me that he feels comfortable with the curriculum since he has a buddy teacher. Also he recognizes the the signifinance of learning centers.

Number of hours 1_

University Mentor Signature

Date

Journal Notes

Activity Compass Training Date December 10, 11, 12, 2001

Participants : All teachers computer training

Activity Facts:

Computer Training was provided
For 1st, 2nd, 3rd grade teachers. The
Training was provided to assist
teachers in using the computer for
students/software programs.

Reflections:

All teachers attended the
computer training. It was
provided because a lot of
teachers were still questioning
the compass program. The
training provided a lot of general
knowledge about the computer
and how teachers could apply
the software program in the
classroom.
There were still some concerns
From a few teachers about the
Need for more technology
training.

Number of hours 3_

University Mentor Signature

Date

Journal Notes

Activity Interim Progress Report

Date January 7, 2002

Participants Ms. Taylor, Mrs. Reed-Thompson, Ms. Brownlee

Activity Facts:

Teachers were given a form to fill out in regards to student performance.

Reflections:

Teachers were ask to complete a form reflecting performance in all academic areas about their students. The form itself was self-explanatory for parents and teachers to follow. It is something that will be used during each marking period.

Number of hours 2

University Mentor Signature

Date

Journal Notes

Activity Affirmative Action Date January 14,2002

Participants : All teachers/Ms. Kimberlee Buell-Alvis

Activity Facts:

All staff received a detailed inservice about Sexual Harassment Policy-Code 4111.2/NON-DISCRIMINATION AFFIRMATIVE Policy-Code 4111.1. There were other issues discussed concerning student policies/employee policies.

Reflections:

This inservice was very informative. There were so many questions and concerns that had been brought to the surface. I know that another inservice will probably be needed. The new teachers had so many questions. Alot of their questions could be answered by reading the pamphlet.

Number of hours 3_

University Mentor Signature

Date

Journal Notes

Activity Demonstration Lesson

Date January 17, 2002

Participants : Pre-K teachers/Ms. Boatwright, Mrs. Perry, Mrs. Mimms

Activity Facts:

The PRE-K teachers presented a lesson about implementing writing in the classroom. They did an actual lesson using various strategies and techniques. The lesson was videotaped for the library as a resource for teachers.

Reflections:

I thought the demonstration lesson went very well. All the teachers participated, it was evident that the new and old teachers collaborated on how to present the lesson. Every teacher supported one another and reflected upon the information that the previous teacher stated. Recognition was given. Each teacher will receive a certificate at the following staff meeting.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Demonstration Lesson -Listening Date January 17,2002

Participants : Kindergarten Teachers/ Mrs.Reed

Activity Facts:

Strategies on how to increase listening in the classroom was demonstrated by kindergarten teachers.

Reflections:

Literacy skills are the focus and initiatives for the school year. Reading, writing, listening, speaking and viewing are and have to be constantly addressed. Each grade level has to present demonstration lessons surrounded around the areas.

Kindergarten teachers presented a lesson using their own unique style, which was quite obvious. I shared with each teacher how well the lesson went. I also reminded each staff person that this is just for sharing and enhancing teacher education.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Revised Scheduling For Teachers Date January 18,2002
Participants Mrs. Thompson/Ms.Taylor/Ms. Brownlee

Activity Facts:

There is quite a shortage at Powell School. There isn't many special area teachers.(Gym,Art, Music). We have substitute teachers- which come and go.

Reflections:

It takes quite a lot of time to revise schedules on a daily basis. However, it has to be done. The superintendent called the principal and informed her to make the necessary adjustments. There are only two substitutes assigned to our building which has made things very difficult. Changing schedules is very time consuming. Everyone needs a break, prep time to plan, communicate with one another, etc.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Inservice-Behavior/Sexual Impropriety Date January 28,2002

Participants : All teachers/Ms. Taylor/ Mrs. Reed-Thompson

Activity Facts:

Behavior incidents at a rise. Teachers need to address situations and not aggravate the incidences.

Reflections:

New teachers are are experiencing behavior problems. Teachers were asked to dialogue and find solutions to scenarios.

Teachers were given "Yardsticks"- a book. Teachers were provided with avenues to solve behavior issues(Classroom Discipline pamphlet).

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Test Preparation

Date January 28,2002

Participants : All teachers with their Buddy Teachers

Activity Facts:

Buddy Schedule revisited/ Common test preparation material planning record/comment sheet given and collected.

Reflections:

Buddy teachers were given and teachers were asked to make a collaborated effort to search and gather concepts to be focused on until testing (Terranova).

The inservice explained to teachers what they are to do, what it is for, why should it be done and when it is to be completed. Some task need to be said straightforward. The appraoch taken worked very well in this situation. All teachers new and veteran responded with the attitude –yes, this is more work, but it is all for the children.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Revised Scheduling For Teachers Date February 25,2002
Participants Mrs. Thompson/Ms.Taylor/Ms. Brownlee

Activity Facts:

There is quite a shortage at Powell School. There isn't many special area teachers.(Gym,Art, Music). We have substitute teachers- which come and go.

Reflections:

It takes quite a lot of time to revise schedules on a daily basis. However, it has to be done. The superintendent called the principal and informed her to make the necessary adjustments. There are only two substitutes assigned to our building which has made things very difficult. Changing schedules is very time consuming. Everyone needs a break, prep time to plan, communicate with one another, etc.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Demonstration Lesson -Reading Date March,2002

Participants : First Grade Teachers/ Mrs.Reed-Mr. Tapper

Activity Facts:

Strategies on how to increase reading in the classroom was demonstrated by first grade teachers.

Reflections:

Literacy skills are the focus and initiatives for the school year. Reading, writing, listening, speaking and viewing are and have to be constantly addressed. Each grade level has to present demonstration lessons surrounded around the areas.

First Grade teachers presented a lesson using their own unique style, which was quite obvious. I shared with each teacher how well the lesson went. I also reminded each staff person that this is just for sharing and enhancing teacher education.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Attendance Procedures Date March 11, 2002

Participants : All teachers/Ms. Taylor/ Mrs. Reed-Thompson

Activity Facts:

Policy given and reviewed.
There were a lot of misconceptions
about the responsibilities when
being absent.

Reflections:

Absentism seems to be an
issue or might become an
issue. An informal survey
through dialogue was done
to see if teachers were
aware of the attendance
policy for the district. It
turned out that there were
a lot of misconceptions. All
teachers were refreshed
about the protocol for
attendance. Staff was
informed of days given
(personnel/sick). Staff was
given a calendar to keep in
their record book to reflect
upon their absentism. The
calendar for staff and
students are very similar.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Emergency Management Plan Date March 25,2002

Participants : Crisis Committee

Activity Facts:

- To inform all staff crisis intervention.
- Remind staff of the emergency handbook and the availability of it.
- Members of the faculty was recruited for the Emergency Management Committee.

Reflections:

There was much concern on and about crisis situations.

Staff had so many questions that couldn't be addressed in one sessions.

The issue needs to be revisited and communicated about on a regular basis. All staff should get a handbook-even though there is only one handbook available.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity School Personnel/ Rules Of Conduct Date April 11,2002

Participants : All teachers/Ms. Taylor/ Mrs. Reed-Thompson

Activity Facts:

-Megan's Law

-Rules To Follow

Reflections:

Teachers were informed about Megan's Law.

Everyone was shown a picture and informed of the rights of the individual in the picture. There was a lot of negative feelings.

Confidentiality became the topic of discussion. It lasted for awhile but was quickly stopped. Some things can't be helped and are not in the administrators control.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Revised Scheduling For Teachers Date April 15,2002

Participants Mrs. Thompson/Ms.Taylor/Ms. Brownlee

Activity Facts:

There is quite a shortage at Powell School. There isn't many special area teachers.(Gym,Art, Music). We have substitute teachers- which come and go.

Reflections:

It takes quite a lot of time to revise schedules on a daily basis. However, it has to be done. The superintendent called the principal and informed her to make the necessary adjustments. There are only two substitutes assigned to our building which has made things very difficult. Changing schedules is very time consuming. Everyone needs a break, prep time to plan, communicate with one another, etc.

Number of hours 1

University Mentor Signature

Date

Journal Notes

Activity Demonstration Lesson

Date April 15,2002

Participants : Second Grade Buddy Teachers/ Mrs. Thompson

Activity Facts:

The 2nd teachers presented a lesson about implementing speaking in the classroom. They did an actual lesson using various strategies and techniques. The lesson was videotaped for the library as a resource for teachers.

Reflections:

I thought the demonstration lesson went very well. All the teachers participated, it was evident that the new and old teachers collaborated on how to present the lesson. Every teacher supported one another and reflected upon the information that the previous teacher stated. Recognition was given. Each teacher will receive a certificate at the following staff meeting.

Number of hours 1

University Mentor Signature

Date

Appendix D

Schedule of "Buddy System"

STAFF LIST 2001 –2002

TEACHERS	INSTRUCTIONAL ASSISTANT
1. Adams, Janette – Wagner, Christina	Barnett, Wyomia
2. Ali, Deborah	Carter,
3. Allen, Sharon - Facilitator	Chavez, Clara
4. Boatright, Kristina *- PSD	Green, Eleanor
5. Brooks, Novella - 2 nd grade	Guzman, Madeline
6. Brownlee, Gloria – Purnell, Charolette	Hammond, Troy
7. Callaway, Lynne * – Co-teacher	Harper, Patricia
8. Cannon, Carol * – Co-teacher	Jones, Sherryl
9. Cooke, Tarshia – Pre-K	
10. Cortes, Maria – S.E./LD	
11. Darby, Ronce * - Librarian	
12. Elliott, Charles (?) Nurse	CLERKS
13. Ellis, Calvin (?) Guidance Counselor	Arroyo, Damaris
14. Folayan, Malika * - Co-teacher	Martin, Gloria
15. Grear, Susan – Williams, Sharon	Neal, Mary
16. Lewis, Sonia - 2 nd grade	
17. Perry, Charae – Cannon, Carol	CUSTODIAN
18. Purnell, Charolette - Computer	Brown, Terry
19. Tapper, Christopher * – 1 st grade	Harper, Rodney
20. Thompson, Tracey – Tapper, Christopher	Whitaker, Gloria
21. Wagner, Christina * – Technology Co	
22. Williams, Angela – Callaway, Lynn	
23. Williams, Sharon * - 3 rd grade	SECURITY
24. Spann * (?) Vacancy Art	Bayard, Rena
25. Vacancy * Music	
26. Vacancy * PE	
27. Lopez, Maritza * Spanish	CSC
28. Vacancy * Co-teacher	Waheed, Kameela
29. Vacancy * Co-teacher	
30.	

* Non-tenure

William F. Powell Elementary School
Tenth & Linden Streets
Camden, New Jersey 08102
856 966-8982
Fax 856 342-7940

Janice L. Taylor, Principal

August 14, 2001

Ms. Charolette Purnell
1540 Kaighn Avenue
Camden, NJ 08103

Dear Ms. Purnell:

I would like to again take this opportunity to welcome you to William F. Powell Elementary School. I want to make this an educationally rewarding and successful school year for you.

The beginning of the school year is a busy time for all of us. To help you adjust to your new school, I have assigned Ms. Gloria Brownlee in first floor office in the main building to serve as your buddy teacher to answer questions you may have about the school and to assist you throughout the school year. In addition to your buddy teacher, I am also here to assist you in any way possible to make this a successful school year. Please feel free to contact me to discuss any concerns you may have.

Again, I am happy to have you join our staff, and I look forward to observing the exciting learning activities in your classroom.

Sincerely,

Ms. J.L. Taylor

Mentor/Mentee Relations

The Mentor/Mentee Relationship should be one of mutual respect and cooperation. It should be characterized by working together to reach a common goal.(To make a smooth transition into the professional realm of teaching).

Professional Relationship Expectations

The Mentor/Mentee Teacher will:

- * Maintain strict confidentiality about information shared between the mentor and mentee(Any problematic or critical concerns expressed by the mentor or mentee will be discussed with the instructor)

- * Dress and conduct him/herself in an exemplary manner, so as to be a role model for the students

- * Report to all common planning time
- * Attend all scheduled planning/evaluation sessions with the instructor and participate actively with ideas and suggestions

- * Contact the instructor in advance by telephone or email if you are unable to attend required meetings

The Instructor will:

- * Be supportive and encourage the mentor/mentee when he/she is working and carrying out specific tasks.

- * Offer suggestions as to how the mentee/mentor might improve to promote interpersonal communication and leadership skills

- * Meet regularly with the mentee/mentor teacher to plan and evaluate the program
- * Notify the instructor in person or by telephone, in advance, of any changes in class meetings or special activities

Task Expectations

The Mentor/Mentee Will

- * Attend all classes
- * Assist instructor in arranging for visitors, speakers, tours, etc..
- * Read all material and assist in moderating/facilitating group discussions
- * Set up a convenient time and place for small group interaction with each other.

- * Keep an information card on each other including his/her birthday
- Share pertinent information from on a weekly basis

Expectations of Mentor/Mentee Relations

- * Learning new ideas from each other
- * Sharing ideas, problems, positives reinforcement, suggestions, etc...
- * Planning the program
- * Teaching team lessons
- * Solving student's issues
- * Developing a friendly relationship

Concerns with Mentor/Mentee Relations

- * Partner being absent/late
- * Partner giving too much responsibility or work
- * Partner giving too little responsibility or work
- * Conflicts with partner about teaching style
- * Possible difficulty communicating with partner
- * Not gaining respect of partner

Respectful Hints to Maintain Good Relations

- * Inform your partner if you can attend common planning meetings
 - * Make sure all materials needed get to mentee
 - * Allow peers adequate time to take attendance and make announcements
 - * Have a substitute lesson plan which can be used in case of an emergency
 - * Communicate with your partner if any problems/tensions emerge
 - Be on time for meetings
 - Show respect for your partner and students
 - * Find ways to give positive reinforcement to your partner for their work
 - * Often evaluate with your partner, your students' progress and the progress of the course
 - * Please don't speak badly about your partner to the students
 - * Keep in mind that your co-instructor and students are depending on you
-

VIII. Contract

In accepting the role of Mentor Teacher, I understand that this position requires that I meet a certain set of standards. These standards have been established to ensure the best possible

experience for new students and to promote the feeling of camaraderie and support which is essential to a successful First-Year Program.

* I will seek to make all new mentee/mentor feel welcome. I will remember my role as a mentor/mentee and be patient and understanding in my dealings with each other. As a representative of Powell School, I need to make every effort to present both mentee/mentor in the best light possible. I need to be aware that my actions have the ability to influence people's opinions of both the mentee/mentor.

* I recognize myself as a role model. I will set a positive example for all by showing respect for all members of the faculty, staff, and administration.

* I will be sensitive to the uniqueness of each situation and the individual(s) involved thereby promoting an understanding and respect for various opinions, values, and cultural backgrounds.

* My fellow Teachers will act as my sounding board and will help me through tough times. I will also be ready and willing to assist them.

* I will maintain a high level of professionalism. This includes maintaining mentor/mentee boundaries.

* I will accept that I will be asked some questions that could receive a more informed answer from a different source. I will refer all questions I cannot answer to the appropriate office or individual.

* I will attend ALL meetings/events and required training sessions.

I understand that any and all violations of this contract are serious and will be dealt with on a case by case basis. Possible ramifications include but are not limited to: a request for a formal apology,

I have read the above statements and agree to comply with them.

Mentor/mentee

Signature: _____

Date: _____

Date: _____

Name: _____ Phone: _____

Review description of mentor, program mission, and expectations:

What interests you about this position/project?

What skills would you to develop or goals?

What goals would you like to accomplish?

Review the necessary time commitment to complete the project,
and does this fit in with your expectations?

What resources will be needed to complete the project?

How would you like the project to be evaluated?

What is the first step to get this project going?

Evaluation Time Period: _____

CONFIDENTIAL!!

Name of Employee: _____ Completed by:

List the most successful job accomplishments since last performance period:

List least successful job accomplishments since last performance period:

List key strengths:

What areas of your performance need improvement?

What action we will take where improvement is desired:

Date: _____

Name of Mentor: _____ Phone: _____

Affiliation: _____

What are your recommendations for improving this program?

How would you improve/strengthen the training and supervision you received?

What were the positive aspects of your mentor experience?

What could be improved for other future volunteers?

Other Comments?

Date:

Dear :

Thank you for volunteering to be a mentor. The mentor experience will be both challenging and rewarding for you and your mentee. As explained during Mentor Orientation, there are many industry and school-sponsored events in which you can participate. If you did not get a calendar at the Orientation, please let me know.

I want to stress that your experience is up to you and your student. Each relationship takes its own path. Some are "strictly business" as you provide professional career guidance for your mentee. Other relationships take on a more social style and you may choose to be a professional role model as well as a "big brother or big sister" in your approach. Initially, you may feel like you are "flying solo". Please know, the teacher on the Academy staff and your site Mentor Coordinator are here to help make this a win-win experience. If you feel you need more guidance, please do not hesitate to call ;any of us at anytime throughout the year.

Attached is a list of suggestions to help you succeed and a database listing other mentors at your site and the name of your coordinator. Thank you again for making this commitment!

Sincerely,

Biographical Data

Name	Tracey Reed
High School	Glassboro High School Glassboro, N.J.
Undergraduate	Bachelor of Arts Elementary Education Rowan University Glassboro, N.J.
Present Occupation	First Grade Teacher Powell Elementary School Camden, N.J.